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ABSTRACT

This unit provides a guide for teachers looking for creative and effective ways to teach intercultural understanding through the interactive use of artifacts. The guide offers practical suggestions for using the boxes, a series of teaching tips, suggestions for making the boxes and sample lesson plans on Japan. Sections include: (1) "The Concepts Behind the Discovery Box"; (2) "How to Use a Discovery Box"; and (3) "Sample Lessons Utilizing a Culture Box on Japan." The document concludes with four appendices containing teaching suggestions, sample discovery boxes, class discussion suggestions, and a 7-item bibliography. (EH)

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Discovery Box
Exploring Culture through Artifacts

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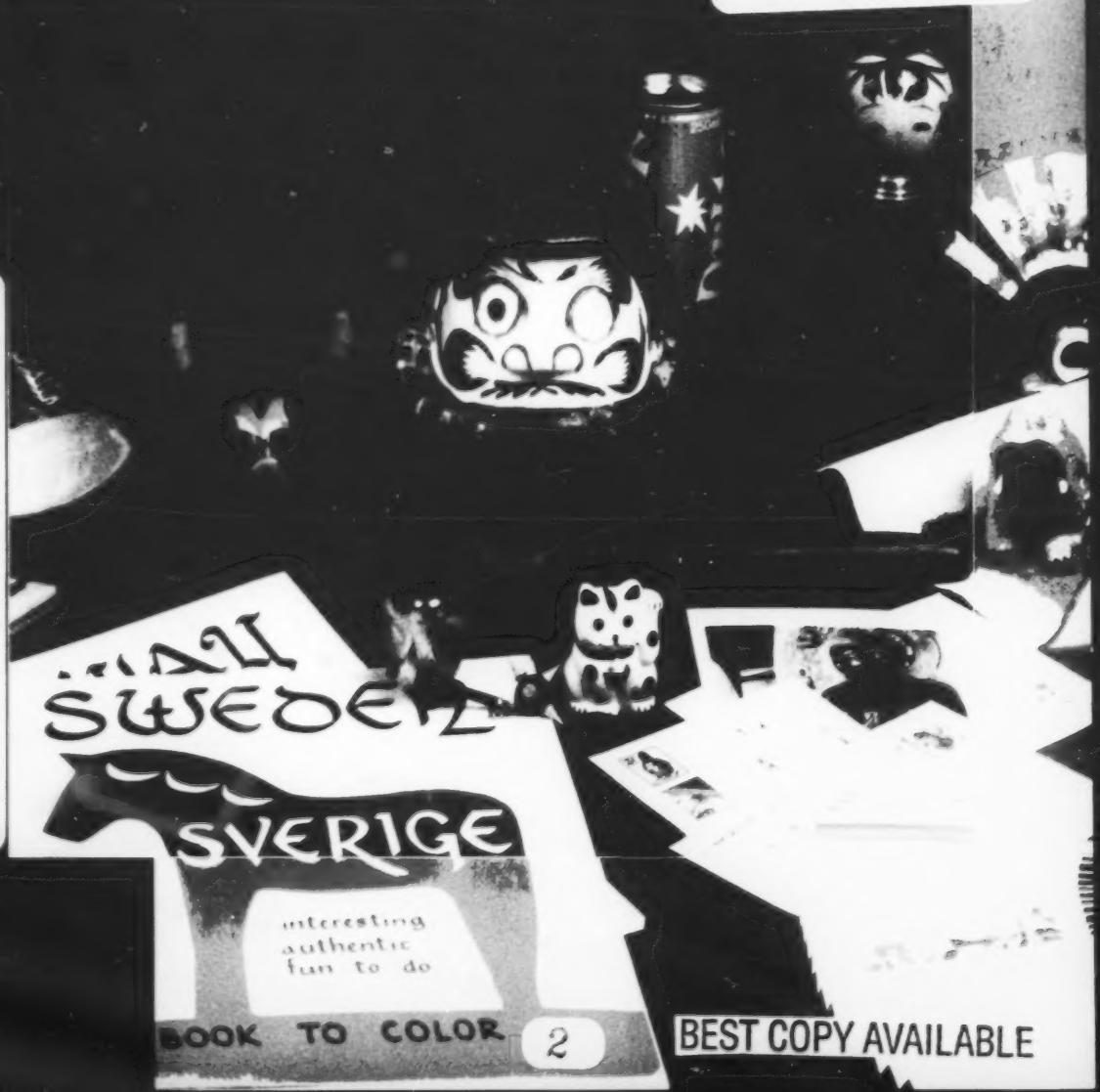

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DISCOVERY BOX:
EXPLORING CULTURE THROUGH ARTIFACTS

Revised Edition of :
Discovery Box: Exploring Japan Through Artifacts
Developed by The Japan Project

Revised by
Aya Aoki, Patty Foudy, Melissa Freeberg, Gary Mukai, and Karen Yamamoto
The Asia/ Pacific Project
Stanford Program on International and Cross-Cultural Education (SPICE)

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Discovery Box: Exploring Culture Through Artifacts

What is a Discovery Box?

A discovery box can be any box, trunk, or other holding device filled with objects and artifacts that represent a topic. For the purposes of this curriculum guide, the topic can be either a country, culture, or theme that transcends countries and cultures, such as communication. This box contains objects that can be utilized to teach a lesson or to supplement what you are already teaching.

Goals

The goal of *Discovery Box: Exploring Culture Through Artifacts* is to provide a guide for teachers who are looking for creative and effective ways to teach intercultural understanding through the interactive use of artifacts. This guide explains why it is important to teach intercultural education and how to use discovery boxes for that purpose. It offers suggestions on how to make discovery boxes, such as what types of objects to look for when creating a new box. As well, the guide offers practical suggestions for using the boxes and a series of teaching tips. Sample lesson plans on Japan are included to get the teacher started in the classroom and to serve as possible examples of ways to use the boxes.

The guide is broken into sections to make information that you need easier for you to find. **Section one** introduces the main concepts behind intercultural education, including a definition and a rationale for teaching it in the classroom. "Object literacy" is defined and the educative value of this teaching method is explained as well.

Section two provides strategies for collecting artifacts for discovery boxes and using the boxes in the classroom. These suggestions come in part from teachers who use discovery boxes already, and reflect the questions they had when they began using this method of teaching.

Section three contains two sample lessons using a culture-based discovery box on Japan. One lesson is relevant to grades K-6; and the other for grades 7-8. Both lessons revolve around the same artifacts, in order to exemplify the versatility of these boxes in a school.

After these main sections, there is a group of appendices that provide the teacher with further resources and information. These include lists of optional activities, possible discovery box topics, discussion questions and concepts, and a bibliography.

General Objectives

Each lesson plan that the teacher creates using a discovery box will have specific goals and objectives specific to one's classroom. However, there

are a set of general objectives that exemplify the major themes of learning about intercultural education. These are:

- Awareness of other cultures
- Basic understanding of multiple perspectives
- Recognition of global interdependence
- Understanding of cultural differences and similarities
- Ability to value diversity
- Recognition of the importance of tolerance

Subject Areas

This guide is interdisciplinary, and can be used in subjects areas such as:

- Social Studies
- History
- Geography
- Science
- Math
- Physical Education
- Foreign Languages
- Language Arts

Icons

For easier reference the following icons are used throughout the guide:

Transparency

Small Group Activity

Notes to the Teacher

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Section One

THE CONCEPTS BEHIND THE DISCOVERY BOX

What is Intercultural Education?

For the purposes of this guide, intercultural education is defined as the interactive relationship between multicultural education and international/global education. It combines the study of human diversity at both the domestic and international levels. The aims of intercultural education are to help students value diversity, understand global interdependence, respect cultural differences, appreciate cultural similarities, recognize the importance of tolerance, and become aware of multiple perspectives.

Why Teach Intercultural Education?

Intercultural education is a way of preparing students to live in a global age where the nations of the world affect each other through their interdependent and interrelated systems of economics, ecology, politics, and culture. It can help students learn from people and nations who are different from themselves and their nation in the contexts of a diverse local population, the international origins of domestic diversity, and the interconnectedness of the world's peoples through global interdependence.

By tracing domestic diversity to its international origins, one country or community can be linked to many parts of the world and also illustrate the concept of interdependence. When the tracings are brought closer to home and in a more familiar context, the students become aware of the connections between various countries of the world and people of diverse ethnic backgrounds in their nation, local communities, or families.

Intercultural education also fosters the students' abilities to deal effectively with world issues as they focus on universal human concerns from the perspective of cultural similarities and differences. In essence, students begin to understand that global survival depends on all nations' abilities to build global unity based on cultural similarities and to honor international differences in maintaining the world's rich diversity.

Why Teach Intercultural Education Through Multiple Perspectives?

The study of issues of diversity both at home and abroad enables students to compare many cultures in ways which develop an understanding of not only beliefs and customs but also systems such as economics, ecology, and politics. Such an understanding of human diversity at both domestic and international levels enhance students' abilities to see themselves and the world from many points of view. When universal human concerns are addressed through these multiple perspectives, students are more likely to value diversity, respect cultural differences, and appreciate cultural similarities.

What Are Potential Conflicts With This Idea?

Some of the themes of intercultural education may be controversial to one or more of the students. Some students, for example, may come from religious or cultural backgrounds that do not accept the world as interdependent and would rather that each community or country remain independent. By being aware of the cultural and religious backgrounds of each student in a class, the teacher can try to handle the subject sensitively. This usually means being careful to portray a balanced picture and present the many different viewpoints of any issue. In so doing, the teacher will be acting upon the unit's objectives of fostering students' understanding of multiple perspectives and the importance of their tolerating cultural diversity. It is also important for students to know and understand their own values, as well as those of their families, and to apply them in decision-making situations regarding the values and practices of others.

How Can I Teach Intercultural Education?

The teaching strategy of using artifacts or "object literacy" can be used to promote students' awareness of the central theme of intercultural education. Students can be challenged to learn about daily life in another culture by investigating its artifacts. They can do this in ways similar to an archaeologist or museum curator learning about other cultures by careful examination of their artifacts.

What is "Object Literacy?"

"Object literacy" refers to the interpretive and critical capacities to observe, analyze, and generate hypotheses from examining objects. It is the detection of qualities of an object by our five senses (visual, olfactory, tactile, taste and auditory) with each sense picking up unique information which the other senses cannot. Since knowledge is rooted in such experiences, the best way to maximize students' learning is to provide them with opportunities to derive meaning from using these senses. By increasing their breadth of learning to include all their senses, students will have a richer reservoir of knowledge to draw upon in order to learn in a more meaningful way.

Why Use Object Literacy?

Students can gain insights into another culture by critically examining primary source materials or artifacts that they can actually handle. In addition, students' capacities for cognitive development are broadened through these opportunities for heightened observation skills, hypothesis generation, critical thinking, analyzing, and evaluating processes. The careful selection of artifacts according to the students' level of cognitive development will ensure the success of the discovery boxes in any grade level.

The strategy of object literacy also promotes a multidisciplinary approach to teaching. The opportunity to write and speak about their experiences with artifacts will develop students' written and oral communication skills, while reading skills will improve as they seek to learn more about the artifacts through library research or books provided in the box. By selectively introducing films, photos, graphs, and artifacts into different subject areas, teachers can utilize discovery boxes in language arts, social studies, mathematics, science, or art classes, for example. Some materials may even be used in physical education classes as students explore games or sports of other countries. In these cases, certain principles and processes may be discovered best through direct experience.

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Why use Object Literacy To Teach Intercultural Education?

Since issues and ideas involving cultures can often seem abstract, direct experiences with cultural artifacts bring the study into a more familiar realm for students. Through artifacts, instant comparisons of similarities and differences with the students' own lives are engendered which may result in new bridges to other cultures or new perspectives on their own cultures.

Through the careful examination of a collection of artifacts, students will use their five senses to generate hypotheses about daily life in another country or another culture within their own country. As students increase their skills and abilities to detect, retrieve, and examine information based on experience with artifacts, they will generate many questions which can lead to further independent or group research projects.

Section Two

How To Use A Discovery Box

Why Is This a Guide?

The purpose of *Discovery Box: Exploring Culture Through Artifacts* is more to nurture and spark ideas than to simply supply them. Section three of this guide presents concrete examples and ideas but they are only the beginning. The conceptual framework and pedagogy reflected in the *Discovery Box* should provide the teacher with a way of thinking about issues of intercultural education and ways to best teach about them to your unique group of students. The specifics of lesson plans will depend on the country, culture, or theme of the box being used, the items selected, and the needs and backgrounds of your students.

How Will I Have Time To Do This?

Taken on by any one teacher, the discovery box concept could be overwhelming and time-consuming to implement. Taken on by an entire school or committee within a school, the discovery box idea could take limited time commitments from each teacher and could blossom at the hands of many teachers, all with their various backgrounds and areas of expertise. A committee of ten teachers, administrators, parents, and community members could probably think of twenty different types and uses for discovery boxes. In addition, a large committee will inevitably bring together many perspectives and fields of expertise to be drawn upon.

Once your committee has identified possible local resources, you may want to consider requesting one day off from school in order to collect some of the items. If that is not possible, dedicate one weekend day to collect some of the items. You should identify a way, prior to the object collection, to get the word out to community members that you are on the hunt for particular types of items. There should be one member of your committee selected to be the contact person between the committee and the community members. Take advantage of the resources and ideas offered by people who have lived in other countries, traveled extensively, or worked in a particular field of interest.

Why Is Community Involvement Important?

In addition to the resources, expertise, and ideas offered by parents and community members is the added benefit of having these people feel a connection to the local school. Parents who come to speak to a classroom about their country of origin or contribute artifacts collected on vacation will feel more connected to a particular classroom and school. The education of their children or the children in their neighborhood will become more personal. This feeling of connection is likely to lead to a greater degree of participation and concern about the school on the part of the surrounding community.

How Do I Collect The Items For The Boxes?

Here are a few ideas.

- Contact families you know that have moved to your area from a country that is a focus of a discovery box.

- Identify people in the community who have traveled to a region that is a focus of a discovery box.
- Identify a school in another part of the country to set up an artifact exchange partnership. For example, if you have access to a "Japan Town" or "China Town" but are far from the ocean, identify a coastal community without access to these cultural centers and offer to share resources.
- Work with the education department of museums in your area.
- Contact various departments at a local university.
- Utilize resources from the school, city, or university library.
- Contact the local chapter of the United Nations Association for materials on specific countries.
- Find out if there are any local historical societies in your area that may have artifacts available.
- Contact consulate offices.
- Find out what items are for sale at import stores.
- Contact return Peace Corp volunteer associations.

What Types Of Objects Are Best To Include In The Boxes?

The items determined to be most useful in a discovery box will depend on the age group that you are teaching. It may be the most convenient arrangement, however, to keep all the items pertaining to a certain theme or country in the same box or trunk. This is especially useful if the trunks are being shared across grade levels. Each teacher could pick and choose which items appeal most to his/her students' age group, subject matter, and individual preferences. The following list is a very general sketch of the types of items you may want to include in the boxes.

- maps (e.g., regional, topographical, city, subway)
- charms and ornamentation with cultural or personal significance
- newspapers and magazines
- cassettes of music and musical instruments
- costumes and scripts for plays
- currency, stamps
- postcards
- examples of popular foods (e.g., wrappers from candies, soft drink containers from various countries), recipes, restaurant menus
- books (e.g., familiar children's stories in foreign languages, recipe books, school textbooks)
- videotapes (e.g., documentaries, actual footage of popular television shows, recordings of festivals, commercials)
- toys and games
- posters
- commonly used school supplies
- clothes (modern and traditional)
- collection of your favorite handouts on a particular country or topic
- relevant compact disks (if your school is equipped with CD-ROM)
- color photographs are good substitutes when you are not able to obtain the actual objects

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What Should I Look Out For While Collecting These Items?

Object collection should be done with careful forethought and attention to authenticity. Here are a few notes to help you in the selection of objects.

- When collecting objects, be sure to distinguish between items from distinct countries that students may otherwise confuse, for instance, Japan, Hong Kong, and South Korea. An "Asian" discovery box could lead to many incorrect generalizations and stereotypes.
- Be sure to check the item's authenticity and significance in the daily lives of the people in the country you are studying. Many items are made in a country specifically for export and may not be popularly used in their country of origin. Be careful not to present something as an actual artifact if it is in fact a replica of an artifact. (Using replicas may be necessary when the "real thing" can not be obtained.)
- Remember that although a person of a certain heritage may be a wonderful resource, he or she is not necessarily an expert on life in a particular country. Each person you are able to bring into your class does, however, present an interesting and valuable point of view.
- We all have preconceived ideas about the daily lives and customs of people and cultures with which we are unfamiliar. Be aware of those held by yourself and your colleagues. If you are not familiar with the country or culture you are creating a box for, try to step outside your own conceptions of what is important to a particular cultural group so as to avoid presenting a biased version of another culture. When selecting an item, keep the following questions in mind: "Is this object important to the people in this culture?" and "Does it say something important about them?"
- By trying to capture the essence of a culture in a box, there is tremendous possibility for trivialization. It should be clear to students that by examining a number of objects and artifacts from a culture, they have not learned all there is to know. Issues of stereotypes should be discussed with students before any lesson about a culture is begun.

How Should I Keep Track Of All These Objects?

For purposes of organization, you may find it most useful to develop a plan for keeping inventory of your items as they are collected and added to your various boxes. Annotated inventory lists might be useful in not only keeping track of items but also for keeping track of what they are. One way to code items is to place numbered stickers on items as they are gathered, allowing them to be matched up with an annotated inventory list to be kept with the box. One step further would be to include photographs of objects along with their descriptions. This method takes more organizational effort but may avoid the hassle of stickers falling off and losing track of which item goes with what description. Careful and detailed descriptions of objects are important since everyone using the items will come to them with varying degrees of experience and prior knowledge.

When Will I Have Complete Boxes To Use?

Creating discovery boxes is an evolutionary process. Discovery boxes will most likely grow and improve over time. Don't worry if your boxes seem meager at first. They will flourish once word gets out that certain items are needed and colleagues, parents, and community members start contributing their time, knowledge, and objects. If you have an idea for a type of box you want to create, start a box for it and then work on filling it up.

Where Do Discovery Boxes Fit Into My Curriculum?

It is important to note that the discovery box concept can be used at any point and in any way you choose in you instruction. A box can be the focus of a lesson. For example, a lesson can be taught on the rainforests centered around items from the box. Or, particular items from the boxes can be taken out at various times during different lessons according to their relevance. For example, an abacus can be taken out and discussed during a math lesson and not as part of a lesson entirely about Japan. The following is a list of ways that objects can be incorporated into your program.

- Objects can be used in an *introductory* activity as a way to spark interest.
- Objects can be incorporated as a *peripheral* activity to maintain interest and provide stimulation to those students with more visual learning styles that necessitate their tactile involvement with objects. A discovery box can also be left open in a corner of the classroom for students who wish to do more exploring in their free time.
- Objects can also be used as the *focus* of an in-depth study or as a way to enhance a variety of skills. For instance, students can be asked to do a writing project about a particular object.
- Objects are also good tools for *concluding* units. They can be used to tie concepts together and make connections. For example, pulling a toy from one culture box that is very similar to a toy that has just been studied from another culture box can drive home the idea of global interconnectedness.

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Section Three

SAMPLE LESSONS UTILIZING A CULTURE BOX ON JAPAN

Introduction

This section introduces students to the cultural and geographic diversity of Japan through the use of personal letters from Japan, a tourist map of Japan, and a transportation timetable and fare card used as artifacts from Japan. Since the intention of these lessons is to teach students something beyond the stereotypical images of Japan, small or medium size cities and prefectures with distinctive features in Japan have been selected rather than more famous cities such as Tokyo, Osaka, and Kyoto. Suggestions are made for whole class activities for the K–6 levels; and for small group activities for the 7–8 levels.

GRADES K–6, WHOLE CLASS

Objectives

- to familiarize students with the diverse cultures of cities and prefectures in Japan
- to improve understanding of the location of cities and prefectures in Japan
- to gain map-reading skills
- to increase skills of observation and comparison
- to introduce students to the idea of cultural interdependence

Materials

- Teacher Guide, Information and Data
- Tourist Map of Japan (included with curriculum guide)
- Overhead transparency, What is this?
- Handout 3.1, Letter from Hokkaido
- Handout 3.2, Letter from Aomori
- Handout 3.3, Letter from Shizuoka
- Handout 3.4, Letter from Kagawa
- Handout 3.5, Letter from Nagasaki
- Handout 3.6, Letter from Okinawa

Suggested Time

Suggested teaching time for this lesson is 1 to 2 class periods; however, the lesson can be extended with optional activities. You will find suggestions for changing the length of the lesson throughout the procedure.

- "K–2" and "3–6" in the side column of the text refer to special activities or preparation for either grades K–2 or grades 3–6. If not specified, the activity applies to all levels.
- Teacher Guide, Information and Data, page 23, offers more details about the facts mentioned in the letters from Japan. You may find this information and data helpful in conducting a more in-depth discussion.

Teacher Preparation

- Make one copy each of Handouts 3.1 through 3.6.
- Make overhead transparency of "What is this?"

Suggested Procedure

1. Begin this lesson by showing the overhead transparency, What is this?, to the class. Let students guess what it is. If they find out it is a letter, ask them in which language they think the letter is written. Students will see an English translation of this letter (Handout 3.4, Letter from Kagawa) in this lesson. The letter was written by Aya Yamamoto from Kagawa Prefecture.

2. Conduct a discussion of Japan using the following suggested questions. The range of questions reflects the needs of teachers of grades K-6, and therefore may not be appropriate for all classrooms.

- Where is Japan located?
- What are the similarities and differences between our country and Japan in terms of the location, shape, size, etc.?
- What do you know about life in Japan?
- What are some names of cities in Japan?

3. Show students the tourist map of Japan in order to give them an idea of Japan's location and size. Make comparisons to one's own country. For example, the land size of Japan is a little smaller than California but the population of Japan is about half that of the United States.

4. Inform students that they will be studying about the cultural and geographic diversity in Japan.

5. Explain to the class that you have six letters translated from Japanese to English from Japanese students that introduce each student's hometown. Based on available time, grade level, and objectives for the lesson, you can reduce the number of letters if necessary.

6. Inform students that they will take an imaginary trip to Japan and will fly into Tokyo, the capital city of Japan. Show students the location of Tokyo using a map.

Grades K–2

The following procedures are suggested activities for students in grades K–2. (for grades 3–6, see page 19)

7. Read (or select students to read) the six letters to the class. As you read, point out (or have students find) the location of each city on the tourist map of Japan. Using the chalkboard, have students record the two main attractions introduced in each letter. For example, you could write down SNOW and RANCH under Hokkaido. This may help students remember the contents of each letter after they have all been read.

8. Inform students that they can visit only TWO of the six cities. Instruct the class that a vote will be taken on which TWO cities they want to visit .

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9. Conduct a discussion about which cities were the students' favorites and why. You may want to take a vote among the class to determine which cities the students most want to visit.

10. Writing letters back to the two Japanese students from the two most popular cities is a good opportunity to either introduce the format of a friendly letter or develop the students' letter writing skills further. Using blank overhead transparencies or the board, write letters as a class to the two Japanese students they would most like to visit. Include some or all of the following information in the letters:

- why they chose to visit the particular cities
- questions they would like to ask the Japanese students
- an introduction of their city or area to the Japanese students

11. Discuss as a class what they have learned about Japan.

Optional Activities

- Using the tourist map of Japan, have students practice using the index to locate the following cities: Fukuoka, Kochi, Nara, Hakodate.

- Using the tourist map of Japan, have students practice using the legend to locate examples of the following: Shinkansen (bullet train), Japan Railways, ferries, mountains, airports.

Grades 3–6

The following procedures are suggested activities for students in grades 3–6.

7. Ask for six student volunteers, one to read each letter to the class. As each student reads a letter, have another volunteer record the two main attractions introduced in each letter on the chalkboard. For example, a student could write down SNOW and RANCH under Hokkaido. This may help students remember the contents of each letter. Have students locate each city mentioned in the letters on the map of Japan.

8. Tell students that each will pick ONE city that s/he wants to visit the most. Each student should have a copy of the appropriate letter from Japan.

9. Ask students to write a letter to the Japanese student they most want to visit. Suggest that students include the following in their letters:

- why they chose to visit the particular cities
- questions they would like to ask the Japanese students
- an introduction of their city or area to the Japanese students

10. Ask students to share what they have included in their letters. Discuss as a class what new information they have learned about Japan and what beliefs they held before the lesson that have changed.

Optional Activities

- Using Handout 3.7, Transportation Timecard and Fares, let students decide which transportation they would use on their visit to Japan and find out/calculate how much the fare would be.

- The calculation of transportation fares in Japanese yen is a good introduction to lessons of currency and international exchange rates.

- Using the tourist map of Japan, have students practice using the index to locate the following national parks: Akan, Ashizuri-Uwakai, Aso-Kuju, Bandai-Asahi, Chichibu-Tama, Chubu-Sangaku, Daisen-Oki, Daisetsuzan, Fuji-Hakone-Izu, Hakusan, Iriomote, Ise-Shima, Joshin-etsu Kogen, Kirishima-Yaku, Nikko, Ogasawara, Rikuchu Kaigan, Rishiri-Rebun-Sarobetsu, Saikai, San-in Kaigan, Setonaikai, Shikotsu-Toya, Shiretoko, Towada-Hachimantai, Unzen-Amakusa, Yoshino-Kumano.

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GRADES 7–8, SMALL GROUP

Objectives

- to familiarize students with the diverse culture and geography in Japan
- to improve understanding of location of cities and prefectures in Japan
- to gain map-reading skills
- to introduce students with the idea of cultural interdependence
- to gain math skills

Materials

- Teacher Guide, Information and Data
- Tourist Map of Japan
- Overhead transparency, What is this?
- Handout 3.1, Letter from Hokkaido
- Handout 3.2, Letter from Aomori
- Handout 3.3, Letter from Shizuoka
- Handout 3.4, Letter from Kagawa
- Handout 3.5, Letter from Nagasaki
- Handout 3.6, Letter from Okinawa
- Handout 3.7, Transportation Timetable and Fares
- Handout 3.8, Travel Plans Worksheet

Suggested Time

Suggested teaching time for this lesson is 1 to 2 class periods; however, the lesson can be extended with optional activities.

Teacher Guide, Information and Data, page 23, offers more about the facts mentioned in the six letters from Japan. That information should help you conduct an in-depth discussion in class.

Teacher Preparation

- Make overhead transparency of "What is this?"
- Make copies of Handouts 3.1 through 3.6, Letters From Japan, one set for small groups of 3–4 students.
- Make copies of Handout 3.7, Transportation Timetables and Fares, and Handout 3.8, Travel Plans Worksheet, for small groups of 3–4 students.

Suggested Procedure

1. Begin this lesson by showing the overhead transparency, What is this?, to the class. Let students guess what it is.
2. Once the class realizes that it is a letter, ask them in which language they think the letter is written. Students will see an English translation (Handout 3.4, Letter from Kagawa) of this letter in this lesson. The letter was written by Aya Yamamoto, who is from Kagawa Prefecture.
3. Conduct a discussion on Japan, using the following questions:

- Where is Japan located?
- Which countries surround Japan?
- What do you know about Japan?

- Do you know the name of some cities in Japan?

4. Show students the tourist map of Japan. Give students brief ideas of location and size of Japan and compare it to your own country and other countries.

5 Inform students that they will be studying about the cultural and geographic diversity in Japan.

6. Inform the class that you have six letters from Japanese students that introduce each student's hometown and prefecture.

7. Explain to the class that after they hear the letters, they will be divided into small groups and each group will choose two cities to visit and make a plan for their trip.

8. Ask for six student volunteers to read each letter to the class.

9. Conduct a discussion asking the following questions:

- Which city (or prefecture) did you like best and why?
- What did you learn about Japan?
- What did you learn about people with different ethnicities living in Japan?
- What was the influence of foreign culture that Aya from Kagawa, Naomi from Nagasaki, and Hiro from Okinawa explained?

10. Divide the class into small groups of 3–4 students.

11. Distribute one copy of Handouts 3.1–3.6, Letters from Japan, one copy of Handout 3.7, Transportation Fares and Timetable, and one copy of Handout 3.8, Travel Plans Worksheet, to each group.

12. Explain to students that each group can choose two cities out of six to visit for a week next summer. Remind them that they are flying to Tokyo first and will leave from Tokyo. Therefore, the group's plan should begin and end in Tokyo.

13. Explain to students that their task as a group is to decide which cities their group wants to visit and develop a plan for their trip. Using Handout 3.7, Transportation Fares and Timetable, students should determine how much time and money they would need to visit the cities they have chosen. Remind groups to calculate round-trip fares for all group members.

14. Explain to the class that they should fill out all the relevant information on Handout 3.8, Travel Plans Worksheet.

15. Let each group report its choice of cities, trip schedule, transportation and the total cost of the trip to the class. The calculation of transportation fares from Japanese yen to U.S. dollars would be a good introduction to the study of currency and international exchange rates. As of September 1995, one U.S. dollar equaled approximately 100 yen.

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INFORMATION AND DATA

This section should provide you with extra information and data about the facts stated in the six letters from Japan as well as general information on Japan. Please use it as a reference to conduct an in-depth discussion in class.

GENERAL

Prefecture refers to an administrative unit of Japan which is comparable to the 'state' in the United States. There are 47 prefectures in Japan.

Geography: Japan is made up of four main islands and more than 4,000 smaller islands.

Land Area: The country's land area is about 1,446,000 square miles. This is about the same size as Malaysia; one fifth that of Indonesia; one twenty-third that of Brazil; and one twenty-fifth those of China and the United States.

Population: The total population of Japan is about 125 million.

SPECIFIC

Prefectural Populations: The population of the seven prefectures referred to in this lesson as of 1992 are as follows: Hokkaido: 5,679,000; Aomori: 1,524,000; Tokyo: 11,829,000; Shizuoka: 3,575,000; Kagawa: 1,023,000; Nagasaki: 1,594,000; Okinawa: 1,179,000.

First Settlers: The Ainu are said to be the first settlers of the Japanese islands; the Ainu are considered the aboriginal race of Japan.

Written Language: There are three kinds of characters in Japanese—*kanji*, originally developed in China and spread to Korea and Japan; *hiragana* and *katakana*, the two sets of Japanese syllabary writing.

WHAT IS THIS?

こんにちは。私の名前は亜矢といいます。私の住んでいる坂出は四国の香川県にあります。私の父は腕のよい設計士です。父は数年前、瀬戸大橋の仕事にかかわりました。瀬戸大橋は私の市と日本で一番大きい島である本州を結ぶ巨大な橋で、車と電車の両方が通っています。橋の長さは約10km(6.25マイル)で建設に10年かかりました。橋ができる前には、本州に行くにはフェリーに乗る必要がありましたが、今は車か高速電車があるのでずっと速いです。こちらに来たら、私の父が皆さんを普通の人が行かれない橋の部分を案内できます。橋を歩くこともできるそうです。海にかかる美しい橋を見るのは本当に素晴らしいです。

もう1つ私ができるのは、中国から渡ってきた武道、少林寺拳法をお見せすることです。私の国と中国は多くのものを共有していますが、箸、そろばん、文字、食べものに加え少林寺拳法もその1つです。映画で見たことがあるかもしれませんね。3年前に隣町の少林寺拳法本部で実演を見て始めました。皆さんに会えるのが待ちきれません!

山本 亜矢

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LETTER FROM HOKKAIDO

Dear Students,

Hi, everyone! My name is Eriko. I live in a big city called Sapporo in the prefecture of Hokkaido, which is the northern-most main island of Japan. My Mom and Dad are Ainu, so I speak Ainu at home and Japanese at school. We sometimes dance a traditional Ainu dance and sing songs together with Ainu people. They are really neat!

We have a lot of snow in Hokkaido in winter. My Grandma lives in a small town about 60 kilometers away from Sapporo, and there, the snow gets even higher than the roof of her house! In February, there is a big Snow Festival in Sapporo. People make gorgeous ice sculptures at the central park. I wish you could come for the festival, but we can play with snow even in summer in Hokkaido. So, when you come to visit me, let's have a snowball fight and make lots of snowmen together! It's going to be really cool to be in snow in August. You can ski, too! Do you know how to ski? If not, I can show you how.

Hokkaido is famous for farming and ranching. My cousin's family has a huge ranch. They will invite us to their ranch and we will milk cows to make our own ice-cream. I did it last summer, and it was a lot of fun!
I'm looking forward to your letters.

(Miss) Eriko Eskup

handout 3.2

LETTER FROM AOMORI

Dear Students,

My name is Jun and I live in Aomori City. Aomori Prefecture is in the northern part of the main island of Japan, Honshu. I am very excited to tell you about the Nebuta Festival in Aomori! For five days in early August, no one in Aomori sleeps at night. They make gigantic floats with lanterns to parade through the city, and thousands of dancers parade all night, jumping and singing "Lasse laa, lasse laa!" If you come to Aomori, let's make a huge float together and dance at the Nebuta Festival all night! We have many extra costumes that you can borrow, too. How can you miss such a fun event?

After the Nebuta Festival, we can spend time at my family's apple orchard. Aomori Prefecture produces about half of all the apples grown in Japan. A few years ago, Aomori was hit by huge typhoons and more than half of the apple trees died in our orchard. That year, my Dad had to go to Tokyo to work in building construction for four months. This year, everything is going well. My sister and I usually help work in the orchard, so we know a lot about apples. We can give little apple trees to each of you and teach you how to grow them. We have actually more than 20 kinds of apple trees!

Please write to me soon, OK?

(Mr.) Jun Hattori

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LETTER FROM SHIZUOKA

Dear Students,

Hello, and how are you? My name is Takatoshi. Please call me Taka. I like my hometown, Shizuoka, very much. There are a lot of things you can enjoy in Shizuoka. First of all, you cannot miss Mt. Fuji, the highest mountain in Japan (3,776 meters/12,388 feet). Mt. Fuji is an extinct volcanic mountain, so some people think the name of the mountain comes from the Ainu word *futchi* meaning "fire." Because of the Fuji volcanic belt, Shizuoka has lots of hot springs. Climbing up Mt. Fuji is not that difficult. You can go up to certain points by bus, and it's a 4 to 6.5-hour walk to reach the peak. Mt. Fuji area has five big lakes surrounded by beautiful forests. You can enjoy sailing, fishing, cycling, and horse-back riding all day! Also, a lot of Japanese kids camp in the area during the summer.

Because of the warm and mild climate of Shizuoka Prefecture, the Izu Peninsula on the southeastern part is another "can't miss" place. Since the mountains are close to the sea, you can hike in the mountains and enjoy the beaches on the same day at Izu. The beaches are just wonderful; the water is crystal-clear and you can actually see various tropical fish swimming. At night, you can enjoy beautiful fireworks on the beach. If we're lucky, we may be able to find the Bon-dance (Japanese traditional folk dance) festival after watching fireworks. Hope to see you in the summer.

(Mr.) Taka Nakano

LETTER FROM KAGAWA

Dear Students,

Hi! My name is Aya. My city, Sakaide, is in Kagawa Prefecture, which is in on one of the four main islands of Japan, Shikoku. I am very proud of my Dad who is an engineer. He helped build the Seto Ohashi Bridge several years ago. The Seto Ohashi is a gigantic bridge that connects my home town and Honshu, the largest island of Japan, and the bridge carries both automobiles and trains. The length of the bridge is about 10 kilometers (6.25 miles) and it took ten years to build. Before the bridge was built, we needed to take ferries to go to Honshu, but now it is much faster since we can drive or take a high speed train. When you come, my Dad can take you to the bridge and show you the places that other people cannot visit. We could even walk or bike on the bridge, he said. It is just spectacular to view the gorgeous bridge over the ocean!

Another thing I can do for you is to demonstrate Shorinji Kempo, a form of martial arts that originated in China. My country and China share a lot of things, such as chop sticks, abacus, characters, food, and Shorinji Kempo. You might have seen it in movies. I started practicing Shorinji Kempo three years ago after I went to see the demonstration at the national headquarters of Shorinji Kempo in the neighboring city. I can't wait to see you all!

(Miss) Aya Yamamoto

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LETTER FROM NAGASAKI

Dear Students,

Hi, everybody! I am Naomi Lee. I was born in Nagasaki City in Kyushu, the southern-most main island of Japan. I am a second generation Korean Japanese. My grandparents first came to Nagasaki in 1944. My grandfather often takes a walk in the Peace Park, remembering his good old friends he lost from the war. My grandmother started a Korean restaurant in downtown Nagasaki after the war to raise my mom and her three other siblings. Now she's retired and my parents own the restaurant. If you visit Nagasaki, you not only can enjoy Japanese food, but professional Korean food at my place!

I think it's a good idea to go to the Holland Village, a big amusement park with lots of attractions introducing Dutch culture, in Nagasaki. It has a tulip garden, a windmill, a ranch, jewelry, and glass museums. Why Holland in Japan? Well, I just learned a week ago in class that Holland was the only European country with which Japan had trade relations from the seventeenth and nineteenth centuries, so we use a lot of Dutch words in Japanese. For example, people call me *otemba* or a tomboy; the word comes from *ontembaar* in Dutch. Since Nagasaki was the only gateway of trade during the period, you can find Dutch culture a lot in the city. Hope to see you soon!

(Miss) Naomi Lee

handout 3.6

LETTER FROM OKINAWA

Dear Students,

Hi! This is Hiroyuki. You can call me Hiro. Today is Sunday and I was on the beach all day. You can swim in Okinawa even in winter. There is no better place than beaches in Okinawa. Okinawa Prefecture is made up of more than 70 small islands in the southwestern-most area of Japan. I live in Naha City on the main island of Okinawa. The beaches are full of tropical fish in the blue water, white sands, palm trees, and all kinds of orchid flowers. When you get hungry, banana trees, pineapples, and sugar canes are not too far from the beach.

The history of Okinawa goes back to 605 A.D., according to Chinese historical description. I can't even imagine how old it is, but it's old anyway. I also heard that it was an independent country for a long time. Okinawan culture is known for its unique mixture of Chinese, Japanese, and other Southeast Asian influences, as well as American. My older sister is a traditional Okinawan musician. She sings and plays the *shamisen*, a musical instrument with three strings which looks like a guitar. She will show you how to play and sing Okinawan music and even give you her CD that she recently recorded. Good deal, isn't it? See you on the beach next summer!

(Mr.) Hiroyuki Kamezawa

TRANSPORTATION FARES AND TIMETABLE

City	Aomori	Tokyo	Shizuoka	Sakaide	Nagasaki	Naha
Sapporo	4,030 1h 20m	23,850* 1h 30m	27,330* 1h 50m	35,700* 2h 15m	41,600* 2h 50m	42,900* 3h 45m
Aomori		16,700 4h 30m	22,760 5h 15m	28,890 6h 40m	34,150* 2h 40m	38,500* 3h 35m
Tokyo			6,060 1h 30m	19,050 4h 50m	23,510 6h 15m	34,900* 2h 45m
Shizuoka				18,690 3h 20m	22,140 4h 45m	32,600* 3h 20m
Sakaide					13,480 3h 15m	21,700* 2h 30m
Nagasaki						19,800* 1h 55m

Upper number: transportation fares in yen
Lower number: required hours to travel
* Air + Train

handout 3.8

TRAVEL PLANS WORKSHEET

DAY	PLACE	ACTIVITY
One	Tokyo	Arrive in Tokyo
Two		
Three		
Four		
Five		
Six		
Seven	Tokyo	Leave for home

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Appendix One

TEACHING SUGGESTIONS

Using Discovery Worksheets

Explain to the students that just as an archaeologist or museum curator learns about another culture by careful examination of its artifacts, we can find out about other people's ways of life by examining their artifacts. If you have several artifacts representative of another culture, divide the class into small groups, providing each group with one artifact. Distribute one copy of the "Discovery Worksheet" on page 35 to each group. Encourage each small group to examine its artifact and record answers to the "Discovery Worksheet" questions.

The most difficult aspect of this worksheet may be getting students to generate hypotheses. Define the word and illustrate the idea using one artifact and your own hypothesis. Most importantly, remind the students that hypotheses are only guesses and their accuracy is not yet tested or verified. Also emphasize that hypotheses may be generalizations and possibly stereotypes which are not true.

As a large group, each small group could report back its general hypothesis. These could be used as possible research topics. Debrief this activity through class discussion. Questions for discussions and important concepts to present to students are listed in appendix three of this guide.

"Discover Our Classroom" Box

For your class' first discovery box, have each student consult with his or her family and bring in an artifact that represents the student's cultural heritage. Have the student explain to the class what the object is and some interesting information about the culture that it represents. This will ease the students into the concept of a discovery box, and at the same time will demonstrate how many different cultures are represented in your classroom.

Students in high school or upper middle school can write a reflective essay on the artifact and how it relates to his or her heritage.

Guessing Game

Rather than always explaining what an object is, show students an object and ask some of the following questions:

- What is this object?
- What country and/or theme does this represent?
- What do people use it for?
- Would we use it in our culture?
- Does it resemble anything that we use?

Matching Game

Display a potpourri of objects, give students clues, and have them select the object which matches each clue.

Sorting Activities

Students can create a system of categorization as they sort objects, e.g., by function, time period, who uses them, etc.

appendix one

Mini-Museum in the Classroom

Throughout a unit, a "museum exhibit" could be built in one corner of the classroom. Exploring various considerations involved in protecting objects for display, aesthetic concerns, research required, etc. is good preparation for a field trip.

Mystery Object

Display a mystery object alongside a blank sheet of paper on which students write their observations and guesses about what it is or how it is used. Provide an answer after all students have had a chance to make their observations.

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DISCOVERY WORKSHEET

What is it?

What is it made of?

How is it used?

What hypothesis can you make about life in this culture or country?

With what item in our lives can we compare it?

Appendix Two

SAMPLE DISCOVERY BOXES

The following chart is designed to help you start thinking about types of Discovery Boxes you want for your classroom and school. The list is by no means comprehensive so you do not need to limit yourself to the suggestions we have included. Boxes can be created using the themes of the broader "Discover..." column or the more specific "Such as..." column.

Discover . . .	Such As . . .	Using . . .
The Environment	Rainforests Water	samples of nuts dirty water samples
Money	Exchange rates and currency Advertising	sample currency, menus from other countries magazines
Technology	Computers Communication	model of early computer early telephone
History	American colonization Industrial Revolution	colonial costume model of early sewing machine
International Organizations	United Nations Red Cross	UN flag Red Cross first aid kit
Celebrations	Lunar New Year Cinco de Mayo	mask piñata
International Sports	World Cup Soccer Olympics	program from 1994 games pins from Olympics
A Country	Vietnam Greece Costa Rica	any collection of objects and artifacts from these countries; some possible artifact categories: school, toys and amusement, food and eating utensils, festivals and holidays, household objects

Appendix Three

CLASS DISCUSSION

Possible Discussion Questions

- What do you think the object is?
- What is it made from?
- How is it used?
- What hypothesis can you make about the culture from which the object came?
- What item in our lives can we compare with this artifact?
- What do we have in common with students of another culture? country?
- What are some of the major differences?
- If you were to create a "United States Discovery Box," what type of artifacts would you include?
- What more do you want to know about students of another culture? country?
- How can you find out?

Important Concepts

Summary discussion should include issues generated by student comments and the following concepts:

Generalizations may be true on one level, but there are always individual differences in any culture. For example, "Americans love baseball" is a generalization since not all Americans love baseball and they like it for different reasons. (Stereotypes)

Cultures change. What was true about the United States or any country a few years ago could be very different today. For example, are hula hoops and miniskirts "American?" Do they still tell us something about U.S. culture? Have students ask parents what they wore to school or what they did after school when they were children and compare it to students' lives today.

Cultures are heterogeneous. Students should be aware that any one statement, opinion, or hypothesis provides only one point of view. This view may change with time and is one of several—in actuality a range of views exists in any culture. There is not always one right answer or one simple explanation; cultures are not simple "us" vs. "them" categories. Encourage broad understanding of a continuum of cultural lifestyles and views: in each culture the range of possibilities is so great, there is much overlap between cultures in lifestyles and views. In order to reflect this complexity, studying cultures often raises more questions than answers if done properly, especially given the limited time available in the regular school year.

Passing judgment is imposing one's personal view of "better or worse" on a situation. While one continuously makes value judgments for oneself, imposing those judgments on others is not fair. For example, one may decide not to eat hot dogs or play football because of personal preference, but other persons have their own point of view to which they

are entitled. To believe in freedom of choice (exercising one's own value judgment) means one must also tolerate diversity (letting others exercise their choices).

Opinion is a personal perspective or how one feels about something. It is important for students to know and understand their own values, as well as those of their families, and to apply them in decision-making situations regarding the values and practices of others. A fact is what is true. A hypothesis is a logical guess from available evidence, but continued research and awareness of change through time is necessary to know how true a hypothesis can be. Students must distinguish fact from opinion, and recognize bias, advocacy, and propaganda.

Cultures are complex. Students should be aware that because of limited time, only certain aspects of any one culture can be learned. To gain a fuller understanding, the culture must be examined in the context of the overall picture as well as from that country's own perspective. This includes understanding its historical background, its relations to other countries and the interactions between various aspects within the culture.

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Appendix Four

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